

## Lesson Plan

<b>Grade:</b> fifth	<b>Subject:</b> english language arts
<b>Materials:</b> white board, officer report, paper with sentence example	<b>Technology Needed:</b> none
<p><b>Instructional Strategies:</b></p> <ul style="list-style-type: none"> <li>€ Direct instruction</li> <li>€ <b>Guided practice</b></li> <li>€ Socratic Seminar</li> <li>€ Learning Centers</li> <li>€ Lecture</li> <li>€ Technology integration</li> <li>€ Other (list)</li> </ul> <ul style="list-style-type: none"> <li>€ Peer teaching/collaboration/cooperative learning</li> <li>€ Visuals/Graphic organizers</li> <li>€ PBL</li> <li>€ <b>Discussion/Debate</b></li> <li>€ Modeling</li> </ul>	<p><b>Guided Practices and Concrete Application:</b></p> <ul style="list-style-type: none"> <li>€ <b>Large group activity</b></li> <li>€ Independent activity</li> <li>€ Pairing/collaboration</li> <li>€ Simulations/Scenarios</li> <li>€ Other (list)</li> </ul> <ul style="list-style-type: none"> <li>€ <b>Hands-on</b></li> <li>€ Technology integration</li> <li>€ Imitation/Repeat/Mimic</li> </ul> <p>Explain:</p>
<p><b>Standard(s)</b></p> <p>5.W.2 -Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p style="padding-left: 40px;">B. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p>	<p><b>Differentiation</b></p> <p><b>Below Proficiency:</b></p> <ul style="list-style-type: none"> <li>● Refer to the prompt on the board and how to come up with more concrete details for a paragraph. Also, look at the board example for what a paragraph's structure looks like. Gain ideas and see how details are added from the class example.</li> </ul> <p><b>Above Proficiency:</b></p> <ul style="list-style-type: none"> <li>● Add more creative details to the paragraph and create a second paragraph in their description of the incident on the police form. Help below proficient students with creating more concrete details for their reports. Help coming up with examples for the class paragraph.</li> </ul> <p><b>Approaching/Emerging Proficiency:</b></p> <ul style="list-style-type: none"> <li>● Add more details to their police report. Help with coming up with details on the class example.</li> </ul> <p><b>Modalities/Learning Preferences:</b></p> <ul style="list-style-type: none"> <li>● Visual - looking at the notes on the board, the police report worksheet, and the sentence prompt I provided for them</li> <li>● Auditory - listening to other students and myself on ways to build up their writing and details</li> <li>● Tactile - working on their own sentence to build up and add more concrete details.</li> </ul>
<p><b>Objective(s)</b></p> <p>By the end of the lesson, learners will be able to better understand how to extend their writing with more definitions, details, and other information relating to their topic. Learners will build their officer report up with more information.</p> <p><b>Bloom's Taxonomy Cognitive Level:</b> understanding, applying</p>	<p><b>Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)</b></p> <ul style="list-style-type: none"> <li>● Students will not blurt out when teacher is talking</li> <li>● Students must have whole body listening (listening with their eyes and ears)</li> <li>● Students must not lay their heads on the desk when teacher is talking</li> <li>● Students must raise their hands when they want to answer a question</li> </ul>
<p><b>Classroom Management- (grouping(s), movement/transitions, etc.)</b></p> <ul style="list-style-type: none"> <li>● Attention getter             <ul style="list-style-type: none"> <li>○ (give me ____, hold up ____ amount of fingers)</li> <li>○ Eyes and ears on me in three, two, one</li> <li>○ Back to your seats in five, ..., one</li> </ul> </li> <li>● Students will be seated at their desks classroom and find a seat by a desk</li> <li>● Students should have nothing on their desks</li> </ul>	

<ul style="list-style-type: none"> <li>○ if they have something on their desks, then I will ask the students if their job is to be listening or to have materials out right now</li> <li>● Teacher will use the “give me ___” method to gain the student’s attention back to start cleaning up</li> <li>● After turn and talks, I will call the students back to me by saying, “eyes on me in 5,.. 1”</li> <li>● Teacher will share out how many minutes the students have left so they can pace themselves through the worksheet</li> <li>● When I count down from three to one, you can get our your police officer report and find a new place in the room to work</li> <li>● When i need to get the students attention back, I will call out “class, class” for them to reply “yes, yes” <ul style="list-style-type: none"> <li>○ Repeat if needed</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Students will work independently when they working on building the sentence I give them until we do turn and talks <ul style="list-style-type: none"> <li>○ During turn and talks, students must participate with their peers</li> </ul> </li> <li>● Students will work independently when they are working on their police report <ul style="list-style-type: none"> <li>○ Students may collaborate on the report, but they have to do their own work</li> </ul> </li> <li>● Students must be working, and if they have a question they may ask a neighbor for help or raise their hand so a teacher can help</li> <li>● Students must pick a spot around the room that they know they can work well in and not get distracted</li> <li>● Students must come back to their seats and clean up when they are called in by the teacher</li> </ul>
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<b>Minutes</b>	<b>Procedures</b>
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	<p><b>Set-up/Prep:</b></p> <ul style="list-style-type: none"> <li>● Have the essay the essay that we are lengthening together wrote up on the board</li> <li>● Dry erase markers ready</li> <li>● Have the sentence that students are going to work on independently printed out on a piece of paper</li> <li>● Have a pencil ready</li> <li>● Have the computer projector/magnifier ready</li> </ul>
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	<p><b>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</b></p> <ul style="list-style-type: none"> <li>● Raise your hand if you ever think you get “writers” block when you’re working on an informative or explanatory writing <ul style="list-style-type: none"> <li>○ “What is writer's block” <ul style="list-style-type: none"> <li>■ Have the students share out (getting stumped on writing, or trouble coming up with more details)</li> </ul> </li> </ul> </li> <li>● Telling me what the hardest part of writing is for you? <ul style="list-style-type: none"> <li>○ Turn and talk to your partner <ul style="list-style-type: none"> <li>■ Share out with whole class some of their statements</li> </ul> </li> <li>○ “Mine is also coming up with more details or other information to write, because sometimes I feel that I am not creative enough or I don’t add more details because I don’t fully understand what I am writing about.”</li> </ul> </li> </ul>
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	<p><b>Explain: (concepts, procedures, vocabulary, etc.)</b></p> <ul style="list-style-type: none"> <li>● Vocabulary- informative writing, concrete details, adding information</li> <li>● “Today boys and girls, we are going to work together on extending our writing and add more details or other information to our writings.”</li> <li>● “Why is it important that writers go back and reread their work to add more details?”</li> <li>● “We are going to start off by editing and adding to mine that I have written up on the board. Do I have anyone who would like to read the paragraph off for me?” <ul style="list-style-type: none"> <li>○ Ex: “North Dakota is a state in the midwest. There are four seasons in North Dakota. In the summer people like to camp and hike in the BadLands. In the fall people like to hunt or jump into piles of leaves. In the winter people like to ice skate or build snowmen. In the spring people like to jump in rain puddles and listen to the birds. North Dakota has been a state since 1889. The state flower is called a prairie rose. North Dakota is a state of all seasons.” <ul style="list-style-type: none"> <li>■ “What more could we add to the paragraph about North Dakota that is informational?”</li> </ul> </li> </ul> </li> <li>● “Thank you, ____, for volunteering and reading the paragraph to our peers.”</li> <li>● “What kind of paragraph is this?” (informative)</li> </ul>
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	<ul style="list-style-type: none"> <li>● “Is there anything missing from our paragraph?” (concrete details, other information)</li> <li>● “What are some things that we could add to this paragraph that I have written on the board?” <ul style="list-style-type: none"> <li>○ Go through and add more details and adjectives to make the paragraph more informational and built up</li> <li>○ If students are not participating. Have different groups take different sections of the paragraph to build up (group one take the first two sentences, etc) <ul style="list-style-type: none"> <li>■ Have the students then share out their ideas to add and then go through these together</li> </ul> </li> </ul> </li> <li>● “Okay students, now that we have gone through this together and added to it, I am going to hand you a sentence on a paper, and now you are going to independently add more concrete details to the informative sentence to make it stronger.” <ul style="list-style-type: none"> <li>○ Ex: “The patriots started the Boston Massacre fight in March.” <ul style="list-style-type: none"> <li>■ Ex of expectations: “The patriots, who were colonists, started the Boston Massacre by throwing snowballs and stones at the loyalists one cold, wintery evening in March.”</li> </ul> </li> <li>○ Turn and talk with a partner on your new details added on to the sentence. <ul style="list-style-type: none"> <li>■ Share outs with the class</li> <li>■ If no one is sharing out, call names from the stick jar</li> </ul> </li> </ul> </li> <li>● What things are you noticing between the first paragraph or sentence we’ve done and the last one?” <ul style="list-style-type: none"> <li>○ Ex: there is more concrete details that help us print a picture, it sounds better when it is read</li> </ul> </li> <li>● “Now, learners when I say go, I am going to have you take out your police reports that we have been working on and pick an area around the room. For the police report, I am going to have you add more details to what you’ve already written like we have practiced already. The information that you will be looking at to build your paragraph up is the “description of incident” section. Go.”</li> </ul>
	<p><b>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</b></p> <ul style="list-style-type: none"> <li>● Students will be sitting around the room with their police reports with them adding details to their “description of incident” section</li> <li>● I expect to see learners working independently and rereading this section to add more descriptive words and ideas to their writing</li> <li>● Students will have voices off during this time</li> <li>● “Learners now that we are done building up and adding on to our paragraph with more concrete details, I would like you to share your “description of incident” with a peer.”</li> </ul>
	<p><b>Review (wrap up and transition to next activity):</b></p> <ul style="list-style-type: none"> <li>● Start by “give me ___” to gain attention</li> <li>● “Today learners we worked on building on to our paragraphs with more concrete details and other information. Can you tell me why this is important to do as writers?”</li> <li>● “Thank you learners for working so hard today, please return back to our desks and put your things away to show Mrs. Hintz you’re ready for the next subject.”</li> </ul>
<p><b>Formative Assessment: (linked to objectives)</b>  <b>Progress monitoring throughout lesson- clarifying questions, check-in strategies, etc.</b></p> <p>Practicing writing on the paper I hand to them with the one sentence prompt. This will help me gauge where the students are at by me walking around the room and looking at what the students are writing and if they are understanding the task.</p> <p><b>Consideration for Back-up Plan:</b>  If students are not understanding what we are doing, instead of having them work on their police reports, we will work on</p>	<p><b>Summative Assessment (linked back to objectives)</b>  <b>End of lesson:</b></p> <p>Students will hand in their police reports that they have been working on for two class periods in social studies now. I will be able to tell if they have added on to their informative paragraph and made the details more concrete.</p> <p><b>If applicable- overall unit, chapter, concept, etc.:</b></p>

another whole group paragraph. This one we could create together about the Boston Massacre and as a class add more concrete details to the informative paragraph.

**Reflection (What went well? What did the students learn? How do you know? What changes would you make?):**

For this second lesson, the student's seemed pretty receptive to it while I was teaching. I could tell because there were several students who had their hands up wanting to share their ideas and thoughts. It helped that the students had the opportunity to do turn and talks because then all students had the chance to get ideas and share their thoughts. I regret not taking a picture of the board when we were done adding to the North Dakota paragraph because there were several great examples. The students worked on adding adverbs into sentences the week before so they had several ideas on adding those into the sentence. Some examples that I remember the students adding were "swiftly hike", "jump highly", "beautifully built snowman". An area that I felt like I could have done a better job in while teaching this part of the lesson was to make it more interactive. I feel like I could have had the students come up and write their thoughts onto the board and then the class could have discussed it with a turn and talk and share aloud. I feel like the students needed more movement in the lesson to keep the attention throughout. The next part of the lesson, which was the formative assessment, I thought was the best part of the lesson. I feel this because the sentence I had them expand upon was on the social studies topic that they are currently working on. Since the students have been working on the Boston Massacre together in class, they had lots of ideas and thoughts to add to their sentence. I have attached a picture below of an example of a student's work. The class did a turn and talked to share what they had written, and then they also had the chance to add more to their sentence if they had got an idea from someone else. After we had done this activity, I had the students pull out their police reports to add onto them with more details. While they were getting their police reports out the class discussed why it was important to add more details and describing words to our paper. I wouldn't change this portion of the lesson. The last portion of the lesson allowed for the students to apply these skills into their own writing which I think went great. As I walked around the classroom I saw how the students added more descriptive words and sentences into the police report. The class's behavior in this lesson was great and they listened to my attention getters and didn't need to be reminded of classroom rules or respect. Overall, I thought this lesson went well and I would teach this lesson again with the few adjustments.

